**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 15-6 Problem Solving Use Data From a Table** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
|  | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| Vocabulary: Schedule, Table, Data  Use the Frayer Model (below) to introduce and explain the new vocabulary. Have students find a chart or schedule in the classroom. Ask students how “why” and “how” we use the charts/schedules in our classroom. Ask them what type of data does the chart/schedule tell us. Have students think about other places they have seen or used a chart a chart. Have a class discussion.  Macintosh HD:Users:teacher:Desktop:Screen shot 2011-08-10 at 1.37.09 PM.png | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Macintosh HD:Users:teacher:Desktop:Screen shot 2011-08-10 at 1.42.10 PM.pngMacintosh HD:Users:teacher:Desktop:Screen shot 2011-08-10 at 1.42.22 PM.png  Display a schedule of after school activities. Ask the students what they notice about the schedule. Discuss the data. Ask they students why they think the data is organized how it is. Macintosh HD:Users:teacher:Desktop:Screen shot 2011-08-10 at 1.47.31 PM.png | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Show students Miss Diaz’s class schedule*  *Macintosh HD:Users:teacher:Desktop:Screen shot 2011-08-10 at 1.51.01 PM.png.*  *Ask the students questions about the schedule. Why isn’t lunch at 8:00? What is the shortest activity? How do you know that? What is the same or different about our class schedule? What can you tell me about the schedule?*  *Complete the guided practice/ independent practice:*  Macintosh HD:Users:teacher:Desktop:Screen shot 2011-08-10 at 1.52.31 PM.pngMacintosh HD:Users:teacher:Desktop:Screen shot 2011-08-10 at 1.54.34 PM.png | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Ask students to write in their journal about their after school activities. Then discuss what activities students do after-school. Have students fill out an empty table for their after-school schedule. Share schedules with the class, have other students tell about the scheduled being shared.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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